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ABSTRACT

This federally funded 13-month inservice teacher training project began with a 3-day staff training workshop, which served to orient a superintendent, local project coordinator, and guidance counselor from each of four schools to the career education concept. Each of the four project schools then held a local inservice training workshop, involving 339 teachers and/or administrators. An inservice training handbook was developed, containing a rationale for career education, concepts, objectives, and suggested activities. Leaders from business and industry gave speeches on career education in the community, and teachers met by grade level and subject matter area to discuss the implementation of career education concepts. Problem areas in program development were identified by means of a teacher questionnaire, and resource lists were provided for teachers. A final workshop was held to evaluate progress, discuss implementation problems, and plan future activities. Continuation of inservice training in career education is recommended, since the workshop objectives were successfully achieved. (AG)

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FINAL REPORT:

Teacher Inservice Training

for

Career Education Projects in Mississippi

James E. Wall and James F. Shill

June 1, 1971 – June 30, 1972

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Project No. 008037
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FINAL REPORT:

"Teacher Inservice Training for Career Education Projects in Mississippi"

EPDA Project in Vocational Education
Conducted Under
Part V-D, Section 553 Public Law 90 - 35

James E. Wall and James F. Shill
Research Coordinating Unit for Vocational-Technical Education
Mississippi State University
College of Education
State College, MS 39762

June 1, 1971 - June 30, 1972

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I. INTRODUCTION

This document is a final report of the activities conducted in a project entitled: "Teacher Inservice Training for Career Education Projects in Mississippi." This project was conducted with support from EPDA funds received from the U. S. Office of Education, Part V-D, Section 553 of Public Law 90-35. The project was of 13 months duration, running from June 1, 1971 through June 30, 1972. Appendix A contains details of the project as set forth in the proposal.

II. STAFF

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III. ACTIVITIES

The career-centered curriculum coordinators began their orientation in career education at a three-day workshop held in Laurel, Mississippi, at the Jones County Vocational Complex, on July 20, 21, and 22, 1971.

The staff training workshop was conducted with the objective of establishing and clarifying the specific role of the project personnel. Job descriptions of all project personnel were developed. The workshop aided in the orientation to career education of the superintendent, local project coordinator, and guidance counselor from each of the four schools.

The concept of career-centered curriculum was explained and demonstrated by various members of the Jones County Exemplary Project. In addition, staff members of the Division of Vocational and Technical Education served as consultants. During this workshop, elementary grade level and secondary grade level group sessions were established through which a detailed study of the

project was made. The groups also formulated methods and techniques for effective project implementation.

Following the workshop in Jones County, each of the four project schools held a local in-service training workshop. Dates of these workshops were: Amory Public Schools - August 30 and 31; Franklin County Schools - August 25, 26, and 27; Kemper County Schools - August 12 and 13; and New Albany Public Schools - August 23 and 24. The initial workshop at each project site focused on introducing teachers to the career-centered curriculum. Prior to the workshop, local coordinators developed a format to be used as a guide for the future development of career activities to be integrated into the ongoing curriculum. Specific objectives of workshops were: (1) to orient local teachers to the career education concept; (2) to provide work in subject-matter and grade level groups; and (3) to study present curriculum materials found in the schools and those obtained elsewhere. Further objectives were to develop activities which may be used to teach career development concepts and to determine appropriate resource materials for use in the project. Workshop participants were aided in developing and/or selecting units appropriate for career education emphasis and in planning and executing strategies of instruction.

Participants in the initial workshops at local project sites included administrators and/or teachers for the local system. The involvement of 339 teachers in the project sites was considered highly significant by local and state project leaders.

The development of a Career-Centered Curriculum Handbook for use by participants in each workshop was very useful. The handbook, containing a rationale for career education, concepts, objectives, and suggested activities, has been described by teachers as a valuable tool in the overall development of a career-centered curriculum for their schools.

On November 16 and 17, the Amory Project held an in-service training workshop. For this session, local industrial leaders and community members spoke to teachers concerning what career education meant to industry and the community. Their presentations keyed on the role of education in preparing students for employment and on what employers look for in prospective employers. The speakers included Mr. Billy G. Pearson, Personnel Director of True Tmper Corporation; Mr. Luther Mills, South Central Bell Telephone Company; Mr. A. C. Leech, Director of Monroe County Welfare Department; and Mr. Bill Hayes, Employment Security Commission of Mississippi.

During the second session the teachers met by grade level and subject matter area. Discussion sessions were held concerning implementing career concepts into classroom proceedings.

A questionnaire was administered to all teachers, and from the results, problem areas in implementation were identified. Teachers were then presented with a list of available career materials to be used in their plans for future activities.

The New Albany Project site held a one-half day workshop on November 18. The general purpose of the work shop was to evaluate progress, discuss problems of implementation, and plan future activities. Activities at the elementary, middle and high schools are discussed in detail.

Elementary School

Prior to the workshop, a questionnaire concerned with problems involved in implementation had been administered to teachers. From the results of the questionnaire, problem areas were identified and suggestions for overcoming difficulties in relating subject matter to career-centered concepts were presented to the teachers.

Middle School

The principal of the middle school opened the workshop by encouraging his staff to continue their efforts in integrating career activities into their subject areas.

Career education articles gathered by the coordinators were given to the teachers in an attempt to expand their concepts of the role of career education.

The next phase of the workshop was a presentation on methods of incorporating career concepts into the existing curriculum. A question-answer session followed which seemed to clarify points of confusion some teachers expressed about the program.

Procedures by which activities could be reported to the coordinator were discussed as this had been a problem throughout the first weeks of school. New materials were on display in order that teachers might become familiar with their nature and use.

High School

The high school faculty also had a presentation concerning methods for incorporating career concepts into the curriculum. To broaden the teachers' scope of the program, the local director informed the high school personnel of the activities being conducted at the elementary and middle school. The concluding part of the program was devoted to sharing ideas to be used at the high school level and to making plans for future implementations. A local inservice training workshop was held at the Kemper County Project site on December 3.

Teachers met by grades and subject matter and under the supervision of the local coordinators, they outlined plans for future implementation. Mrs. Herron, local coordinator, discussed how to relate school subjects (English, language arts, science, mathematics, and social studies) to careers. This discussion was followed by a demonstration concerned with the use of new career related materials, such as career kits and career cassette tapes.

The last portion of the workshop dealt with solving problems the teachers were having in integrating career concepts into their particular subjects.

During October, November, and December, two of the project sites were actively involved with local junior colleges. This involvement included a survey to determine the tentative plans of junior and senior students after graduation from high school and participation in two junior college meetings related to vocational education for the areas served by the junior colleges.

Also during the second quarter of the project, local career-centered curriculum programs were publicized in local newspapers throughout the state. Presentations by project site staff members were made to local clubs such as the Rotary Club, Kiwanis Club, and Civitan Club.

During the third quarter of the project period, the New Albany site held two inservice workshops. A one-half day workshop was held on January 20 and a one-half day workshop was held on February 29. There were 86 teachers and 10 aides attending the former and 42 teachers and 8 aides attending the latter. The teachers suggested that local community leaders continue to serve as resource persons for the career-centered curriculum. Field trips continued to serve a primary role in some units of study, and the New Albany teachers continue to explore methods and materials useful in integrating career education concepts into their course of study.

A local inservice workshop was held at the Franklin County site on February 14.

As a follow-up to an introduction of behavioral objectives presented by Mr. Randall Thomas, the elementary teachers continued their study of behavioral objectives during the workshop. Teachers were given more information on procedures for writing behavioral objectives and then practiced writing objectives under the supervision of the instructor. The elementary teachers were requested to write their career activities behaviorally for the remainder of the year.

The secondary faculty met separately from the elementary staff. The career related activities carried out by the teachers were summarized by the coordinators. After the general assembly, the teachers met by subject matter area to formulate activities for the remainder of the year.

A local inservice workshop was held in New Albany on May 9.

Mrs. Mary Childers and Mrs. Betty Bagwell, local coordinators, discussed the elemntary and high school phases of the career-centered curriculum in order to re-emphasize the continuity of the overall program.

Mr. Dalton Anthony, local director, gave an overview of career education in the United States and made a comparison of programs in Mississippi with those found outside the state. The film, "Career Education," was shown as part of this presentation.

A questionnaire was administered to teachers to determine their reactions to the program and to determine their students' reactions to the program. The results will be used in planning for next year. The remainder of the workshop was spent in planning and writing activities to be carried out in the closing weeks of school.

The tables on the following pages outline the number of workshops and the people attending them.

WORKSHOPS HELD DURING THE PERIOD
July 1 - September 30, 1971

Type of Workshop	Kemper Co. Sch.Dist.			New Albany Sch.Dist.			Franklin Co.Sch.Dist.			Amory City Sch.Dist.			TOTAL
	Adm.	Proj. Pers.	Teachers	Adm.	Proj. Pers.	Teachers & Aides	Adm.	Proj. Pers.	Teachers	Adm.	Proj. Pers.	Teachers	
Orientation	1	2	0	1	2	0	1	2	0	1	2	0	12
(Held in Jones Co.)	July 20, 21, 22			July 20,21, 22			July 20, 21, 22			July 20, 21, 22			
Inservice	1	2	71	1	2	83 13 aides	1	2	77	1	2	87	343
(Held at local school)	August 12-13			August 23-24			August 25, 26, 27			August 30-31			

WORKSHOPS HELD DURING THE PERIOD
October 1 - December 31, 1971

Type of Workshop	Kemper Co. Proj. Pers. Teachers	New Albany Proj. Pers. Teachers	Franklin Co. Proj. Pers. Teachers	Amory City Sch. Proj. Pers. Teachers	Total
Inservice Workshop	2 103 December 1, 1971	2 85 November 18, 1971 11 aides	No Workshop This Quarter	2 85 November 16, 1971	273 Teachers 11 Aides

WORKSHOPS HELD DURING THE PERIOD
January 1 - March 31, 1972

Type of Workshop	Kemper Co. Proj. Pers. Teachers	New Albany Proj. Pers. Teachers	Franklin Co. Proj. Pers. Teachers	Amory City Sch. Proj. Pers. Teachers	Total
Inservice Workshop	No Workshop Held	2 86 Teachers 10 Aides January 20, 1972 2 42 Teachers 8 Aides February 29, 1972	2 43 Teachers February 14, 1972	No Workshop Held	171 Teachers 18 Aides

WORKSHOPS HELD DURING THE PERIOD
April 1 - May 31, 1972

Type of Workshop	Kemper Co. Proj. Pers. Teachers	New Albany Proj. Pers. Teachers	Franklin Co. Proj. Pers. Teachers	Amory City Sch. Proj. Pers. Teachers	Total
Inservice Workshop	2 104 Teachers April 20, 1972	2 89 Teachers 12 Aides May 5 & 9, 1972	2 42 Teachers April 26, 1972	No Workshop Held	235 Teachers 12 Aides

IV. CONCLUSIONS AND RECOMMENDATIONS

Generally, it has been concluded that this project accomplished its objectives during this period.

It is recommended that the inservice training for teachers in career education projects be continued. Appendix B contains a proposal which has been submitted for the continuation of these activities.

A major recommendation is that more inservice workshops be conducted for the project leaders in each school that has a career education project underway. Their abilities to conduct workshops for the teachers in their respective schools should be the prime foci of these inservice training sessions. These sessions would be handled by the Mississippi Curriculum and Research Coordinating Units for Vocational-Technical Education.

APPENDICES

APPENDIX A

A PROPOSED AMENDMENT FOR AN EDUCATIONAL PROFESSIONAL DEVELOPMENT ACT PROJECT ENTITLED "INTERDISCIPLINARY TEAM PLANNING FOR VOCATIONAL-TECHNICAL ORIENTED COMMUNITY COLLEGE STUDENTS"

Submitted to the U. S. Commissioner of Education under the Provisions of Part F of the EPDA

AMENDED PROJECT TITLE: Implementing a Career-Centered Curriculum in the Public Schools of Mississippi

OPERATING AGENCY: Mississippi State Board for Vocational Education, P. O. Box 771, Jackson, Mississippi 39205
and
Mississippi State University
State College, Mississippi

INITIATED BY: J. H. McMinn, Coordinator, Research, Curricula and Teacher Education, Division of Vocational-Technical Education, P. O. Box 771, Jackson, Mississippi 39205
and
Dr. James E. Wall, Assistant Dean for Research and Development in the College of Education, Mississippi State University, State College, Mississippi 39762

SUBMITTED BY: A. P. Fatherree

A. P. Fatherree, State Director
Division of Vocational-Technical Education
P. O. Box 771
Jackson, Mississippi 39205

ESTIMATED PROJECT COST:

$75,000	+	$123,470	+	$43,492	=	$241,962
Federal EPDA		Federal Research		Local		Total

DURATION: June 1, 1971, through June 30, 1972

TIME SPAN: Thirteen Months

DATE TRANSMITTED: May 1, 1971

ABSTRACT

TITLE: Implementing a Career-Centered Curriculum in the Public Schools of Mississippi

PROJECT DIRECTOR: To be Named

OPERATING AGENCY: State Board for Vocational Education and Mississippi State University

DURATION OF PROJECT: Thirteen Months

TOTAL FEDERAL FUNDS REQUESTED: $75,000 (EPDA) + $123,470 (Research) = $198,470 (Total)

OBJECTIVES: The primary objectives of this project are:

1. To develop and implement a career-centered education program as an integral part of the curriculum.
2. To incorporate into this curriculum a program of guidance, placement, and follow-up that will be available to all students and prospective students in grades one through 12.
3. To provide in-school students with career education that will develop a salable skill or preparation to enter college.
4. To establish a program of local planning and evaluation.

EXPECTED IMPACT: The expected contributions of this project to education are:

1. To initiate a new concept in the public school curriculum structure and design by molding the curriculum to fit the student as opposed to the traditional concept.
2. To offer living proof that the public schools can more effectively serve the needs of the big majority of their students who will not go to college while continuing to serve the needs of those who will enter college.
3. To determine techniques and procedures for most effective in-service training of public schools' staffs.
4. To provide a sound educational program for reducing the number of elementary and secondary school students who will drop out before graduation.

PROCEDURES: The following procedures will be followed in this proposed project:

1. Instructional guides and outlines will be developed for teaching career awareness and promoting participatory exploration and developmental experiences that go from the simple to the complex.
2. A career-centered curriculum will be implemented in each of the selected schools.
3. A comprehensive vocational education program will be designed to prepare students for the occupation of their choice.
4. Placement and follow-up services will be established in conjunction with each of the career education centers.
5. This program will be evaluated from time to time.

CAREER-CENTERED EDUCATION IN COMPREHENSIVE SCHOOLS

1. Problems and Objectives

Statement of the Problem: The problem proposed here, in its simplest terms, is that of facilitating career development through continuous career-centered educational experiences in comprehensive schools.

Importance: Career development is a process. It denotes a lifelong sequence and pattern of work-related behavior including all work-relevant experiences and activities before and after entry into a formal occupation (Kroll, 1970). Career development cannot be divorced from the educational program of any school. Adler has indicated that all the main problems of life can be subordinated to three categories: the problem of adjustment to other persons, to work, and to love (Ansbacher, 1956). It is essential that education develop readiness to make socially acceptable decisions related to these problems. Career choice is probably one of the most significant of these decisions.

This project contends that both academic and vocational areas of instruction are a part of career development. It is obvious that when an individual receives vocational instruction, he moves a little further into career development. Not so obvious is the fact that when an individual receives academic instruction, he also moves toward an ultimate career choice (Super, 1970). This supports the centering of all education around career development.

Career development is closely tied to the perception that an individual has of himself; i.e., the kind of occupation a person pursues reflects his self-concept. It has been hypothesized that any strengthening of the capacity and motivation for self-understanding would accordingly enhance career pursuits. Persons with inaccurate self-evaluations tend to make more inappropriate career decisions than persons with accurate self-evaluations. All other things being equal, an accurate understanding of one's self should correspondingly enhance career decision making (Kroll et al., 1970). In assisting with career development, this project proposes intensive testing and guidance at all levels of education to aid individuals in gaining self-insight and in the development of an accurate self-concept.

Society is constantly changing. Achieving and maintaining one's personal well-being is becoming increasingly more important, more complex, and more difficult. If the worker of tomorrow is to establish and maintain a healthy creative relationship with the world of work, he must become more active in the process of planning, reflecting upon, and directing his behavior at work (Kroll et al., 1970). Such can be facilitated through a study of work and the development of an accurate self-concept.

Traditionally, the study of work has been largely delayed until the student reaches the ninth or tenth grade, or about the age 14 or 15. By this time, many students have dropped out of school. A recent study in Mississippi revealed that 22.77 per cent of the students entering the first grade dropped out of school prior to completing the ninth grade (Mississippi Statistical Abstract, 1970). These students had not had the opportunity to formally learn about the world of work. The learning activities about the word work in the elementary and middle school grades would aid those who might drop out in understanding the world of work. Likewise, such instruction might help to reduce the rate at which students drop out of school by showing relevance between what is studied in school and what lies ahead in work. For those who remain in school, comprehensive educational programs to prepare for career entry and advancement are a vital requirement in career development.

Staff Development: The implementation of the career-centered curriculum in the public schools will be successful in direct proportion to the effort extended by those professional educators who constitute the school staff. Before any great effort will be extended by individual staff members, they must understand and accept the concept. In many cases, there will be a need for alteration of existing philosophies. There will be a need for a break with tradition. From pioneer days, most Americans have been working people. Yet, many teachers today continue to attach a stigma to careers that involve work with one's hands in a skill or trade. This attitude must be changed. The professional staff must be led to accept the fact that traditional high school and college are but two of many doors leading to opportunity, dignity, challenge, personal satisfaction, and reward. Preparation for a career must become accepted by the professional staff as one of the clear and primary objectives of the public school.

If the lock of tradition is to be broken, a massive in-service training program is a must for the professional educators who will implement the career-oriented curriculum.

Objectives: The foregoing problem and description implies the following broad objectives:

1. Provide an adequate staff to offer career-centered education.
2. The development and implementation of a staff training program designed to bring about desirable concepts and philosophies on the part of the professional staff entrusted with the challenge of implementing the career-oriented curriculum in the selected pilot school systems. This staff training program must provide for adequate staff orientation and training prior to the actual career curriculum implementation and must be so structured as to provide for continuous staff development and training during the involvement phase of the project.
3. The development and implementation of an instructional program in which career awareness, exploration, preparation, and entry and advancement are integral and paramount.
4. The establishment of guidance and counseling procedures in grades one through 12 that will enhance the development of realistic self-concepts as related to career decisions and life adjustment.
5. The conduct of a program of guidance, placement, and follow-up that will be available to all students leaving school.
6. The establishment of a local program of evaluation and planning, utilizing representative persons in various careers and levels of employment.
7. Through these procedural objectives, the goal of assisting students in making a meaningful selection of career and preparing them for the career.

II. Description of Activities (Procedures)

General Overview: The central thesis of this proposed project is that career development is a process. As such, career development is the result of a series of increasingly wiser and more specific choices that become realistic through the development of a self-concept and of an understanding of the world of work. It is possible to characterize career development into four periods, or stages: (1) awareness, (2) exploration, (3) preparation, and (4) entry and advancement.

Awareness: The awareness period normally extends to about the age of eleven, or the sixth grade. This is a very important period in that the "style of life" of an individual is established. The style of life developed in childhood is relatively unchangeable throughout life (Ansbacher, 1956). Many things influence the development of an individual's style of life -- particularly, the environment of the school and home. Among others, attitudes about work make up the life style (Dinkmeyer and Dreikurs, 1963). This emphasizes the necessity of aiding children in developing attitudes conducive to success in the world of work. Some of the aspects of awareness that should be developed during this period are: (1) that there are different kinds of work, (2) that interests and abilities affect work, (3) that occupations have both advantages and disadvantages and (4) that people should be respected for the work they do (Wellington and Olechouski, 1970). This project proposes to use reading, arithmetic, art and other common elementary grade studies as vehicles for teaching about the world of work. Accurate self-concepts will be developed through counseling, the use of various psychometric instruments, and other guidance techniques.

Exploration: The exploration period extends from about age twelve to fourteen or grades seven through nine. In this period, four major functions need to be accomplished by the school (Matheny, 1969):

(1) Provide opportunities for the development and implementation of accurate self-concept.
(2) Teach decision-making skills.
(3) Provide vocational information and exploratory experiences.
(4) Help students choose and locate appropriate curricula, or jobs.

In this project, there are two parts to the exploration period. These relate to the nature and depth of the instruction to be provided. The first part provides a broad survey of the world of work followed by part two, which is an in-depth orientation through a variety of highly relevant participatory experience.

Preparation: The preparation period may vary considerably in length and intensity. It may begin in grade ten (about age fifteen) and extend through grade twelve for those who do not receive additional occupational preparation beyond high school. For others, it may extend through a two-year post secondary program, or beyond. The preparation period begins with instruction in broad areas and clusters of occupations, and becomes more specialized as the training progresses. Students may move into the world of work at any time they are qualified during the preparation period. Those students that drop out of school prior to the preparation will have some knowledge of the world of work. However, those who remain and receive specialized training will enter the more highly skilled occupations and will be better prepared to cope with the changes and complexities in work.

Entry and Advancement: Upon the completion of the career-centered education program in the schools, or at any time students may drop out of school, services will be available through the guidance counselors to assist the students as they leave school in securing job placement. The counselors will maintain a list of job opportunities and a record of the students' training and interests in order that they may assist the students in becoming placed in jobs for which they are prepared. A program will be developed to follow up all students for a period of at lease five years and, where needed, they will be encouraged to participate in continuing education in order that they may advance to their maximum abilities. Continuing vocational education will be provided by the schools to enable these people to continue to upgrade themselves.

The preceding career development process is graphically depicted on the following page. It will be noted that the graph extends career education into the community college level and beyond. While this proposal does not directly involve career education at the community college level, it does strongly imply that this level does have a supporting role to play, and thus serves a useful purpose as shown in the graphic depiction.

CAREER DEVELOPMENT

GRADE LEVEL 1 - 6	7 8 9	10 11 12	13 14	CONTINUING/ADULT EDUCATION
(IN SCHOOL)	(IN SCHOOL)	(IN SCHOOL)	(IN SCHOOL)	(OUT OF SCHOOL)
AWARENESS	EXPLORATION	PREPARATION	ENTRY AND ADVANCEMENT IN A CAREER	
CAREER-CENTERED EDUCATION				
READING, ARITHMETIC, ETC., ARE USED AS VEHICLES FOR TEACHING ABOUT THE WORLD OF WORK	SURVEY OF THE WORLD OF WORK AND OCCUPATIONAL ORIENTATION	PRE-VOCATIONAL BY SERVICE AREAS AND OCCUPATIONAL EDUCATION IN CLUSTERS	SPECIALIZED OCCUPATIONAL EDUCATION	OCCUPATIONAL UPGRADING AND/OR RETRAINING

Staff Training: If the project is to be successful as a process for implementing the career-centered curriculum in the selected schools, an intensive and continuous staff training program is essential.

A qualified state staff training officer will be employed to furnish professional leadership and instruction to local staff personnel. An occupational orientation educator will be assigned to each local participating school and will offer a continuing program of local staff training. For the most part, staff training will be accomplished in the local school where the staff is employed. Further support of the staff training program will be furnished by State Department of Education personnel representing the divisions of Instruction, Vocational Education, and Title I programs.

Steering Committee: A steering committee shall function to support and serve the project. This committee will be composed of the coordinator of Research, Curricula, and Teacher Education, who will represent the Division of Vocational Education, the director of the State Research Coordinating Unit, one member appointed by the director of the Division of Instruction in the State Department of Education, one member appointed by the coordinator of Title I programs in the State Department of Education, one member appointed by each participating local school superintendent and the state project director.

The project steering committee will perform the following functions:

1. Coordinate the overall project.
2. Coordinate general planning and delegate detailed planning functions to inter-disciplinary teams or groups.
3. Coordinate periodic project reviews.
4. Coordinate in-service staff development activities.

Advisory Committee: In addition to the steering committee, an Advisory Committee shall be created to advise on methods and techniques for carrying out strategies contained in this proposal. This committee shall provide suggestions and recommendations concerning new strategies as the project progresses. The project Advisory Committee shall be composed of (1) the SDVTE Assistant Director for Secondary Programs; (2) the SDVTE Assistant Director for Special Services; (3) the Assistant Director of the Research Coordinating Unit; (4) the Assistant Director of the Curriculum Coordinating Unit; and (5) the SDVTE Supervisor of Vocational Guidance and Occupational Orientation.

Evaluation: The project will be subjected to quarterly progress reviews which will focus on the extent to which project objectives are being met and the impact the project is having on contributions to education.

Procedures: The procedures to be followed are indicated in the four phases herein listed:

Phase I - Selection of Local Schools:

Step 1. Set up criteria for the selection of local schools
Step 2. Through the application of the criteria, select the number of schools needed and for which funds are available to carry out this program.

Phase II - Establishment:

Step 1. Set up qualifications for added personnel to be used in the local schools and develop job descriptions for these added persons.
Step 2. Authorize the schools to employ these additional people and develop a budget with the local school.
Step 3. Establish a career information resource center in each of the attendance centers.
Step 4. Conduct workshops for the special staff of the local programs.
Step 5. Conduct in-service teacher education workshops for the entire faculties of the selected schools.
Step 6. Secure and/or develop the necessary pre-test instruments for students.
Step 7. Evaluate the establishment of Phase I and, if necessary, redirect efforts.

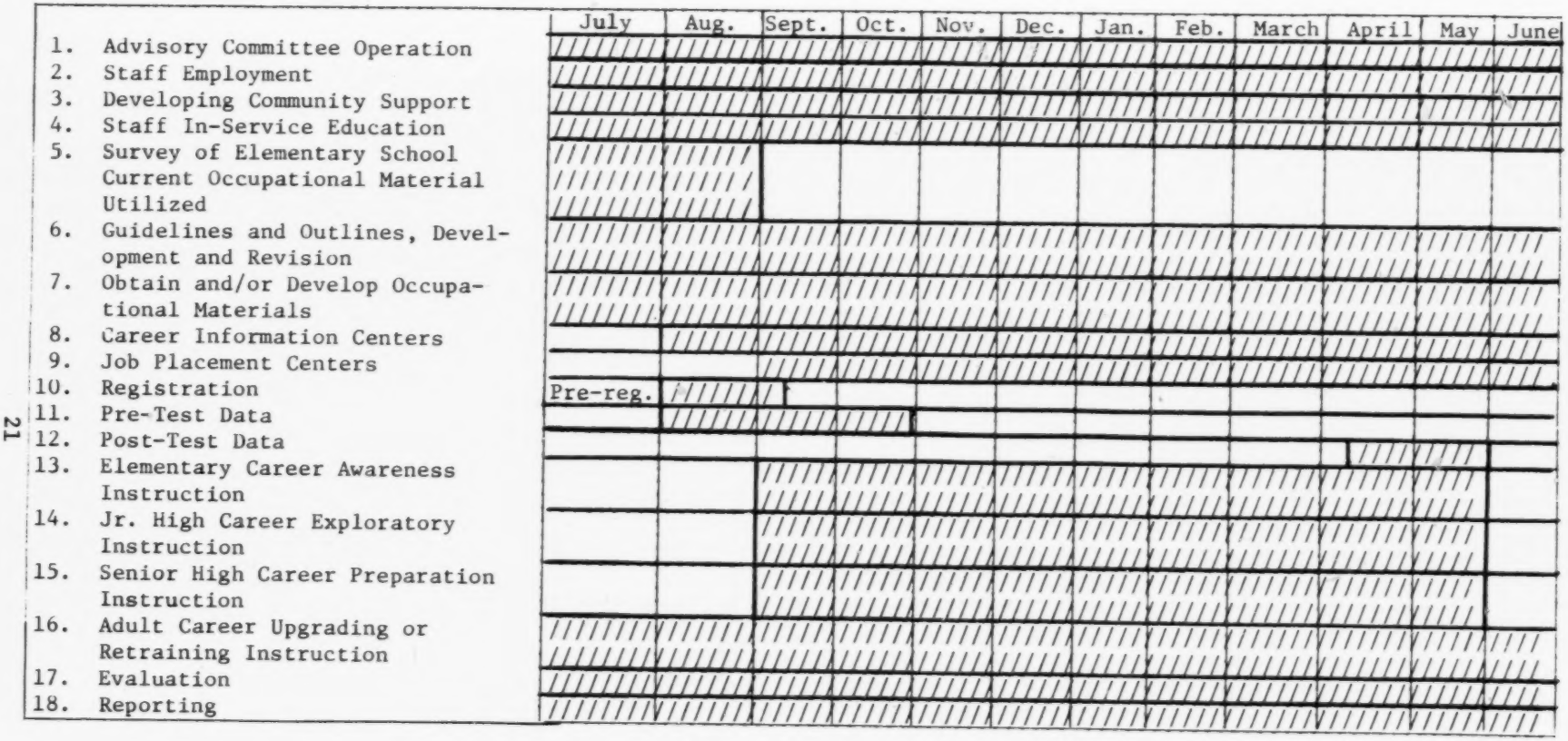
Phase III - Implementation:

Step 1. Register and schedule students.
Step 2. Pre-test students and obtain needed personal data.
Step 3. Initiate career centered instruction;
  a. Secure assistance for guidance personnel as necessary.
  b. Utilize resources available in career information center.
  c. Hold inter-disciplinary planning and coordinating staff meetings.
Step 4. Revise and indicate needed changes in the tentative instructional guides and outlines.
Step 5. Post-test students.
Step 6. Evaluate implementation (Phase III).

Phase IV - Analysis:

Step 1. Tabulate and analyze pre-test and post-test data.
Step 2. Revise instructional guides and outlines.
Step 3. Write up project findings.
Step 4. Disseminate findings.
Step 5. Establish the administrative and supervisory structure for continuing the career-centered education beyond the duration of the project.

Time Schedule of Major Events



State Project Director

Name: To be named

The person occupying this position will hold a Master's degree and will have had a minimum of three years experience as a teacher, principal, or superintendent in a school system composed of grades 1-12. (Service in both a secondary and an elementary school may be accepted in lieu of the requirement for experience in a grade 1-12 school system, provided the combined tenure constitutes a minimum of three years).

The major duties of this person will be to furnish supervision and assistance from the state level. He will, through on-site visitation, observe project progress in each of the participating schools and keep the coordinator of Research, Curricula, and Teacher Education informed as to project activities and progress. This person will offer suggestions and advice as needed, and will be the official spokesman for the State Department of Education and Mississippi State University.

The project director will devote 100% of his time to the project as it is being conducted in each of the participating schools.

The following is a listing of the local level administrative personnel:

The school superintendents in the selected schools will be responsible for the administration of this program within each of their schools. They will use the services of principals and vocational directors in their respective schools to assist in the administration.

Other Personnel

State Staff Training Officer or Officers

Name: To be Named

The person or persons occupying this position will be one or more teacher educators from the staff of the College of Education at Mississippi State University. Each participant will hold at least a Master's degree and, if available, an educator holding a terminal degree will be assigned to the project. The equivalent of fifty percent of the time of a staff training officer will be assigned to the project. The major responsibilities performed will be to furnish staff training for project personnel through workshops, seminars, etc.

Local Level

Occupational Orientation Educators (Four)

Names: To be Named

The persons occupying these positions shall hold a Master's degree, or its equivalent, in Education. They shall also have had six years experience as a teacher, counselor, or administrator, and shall have received credit for a minimum of six semester or eight quarter-hours of guidance prior to September 1, 1971.

The major responsibilities of these educators will be to assist the occupational orientation staff and school faculty, including the vocational teachers, in the instructional program for students. Their work will be with both faculty and students in grades 1-12. The preparation and organization of curriculum materials for use in the instructional program will be a major responsibility of these persons.

Occupational Orientation Teachers (Eight)

Names: To be Named

Two occupational orientation teachers will be added to the present staff of each of the participating schools. One will work with grades 1-6, and the other will concentrate on the 7th grade.

Each of these teachers will be required to hold a Master's degree in Education and shall have completed six years experience as a teacher, counselor, or administrator at the grade level with which they will be working. They shall have received credit for a minimum of six semester or eight quarter-hours of guidance prior to September 1, 1971.

Teachers serving in grades 1-6 must have endorsements in elementary education. Those serving grades 7 may have endorsements in either elementary or secondary education.

The major responsibilities of these teachers will be to assist regular teachers with the instructional program for career education. They will work with both teachers and students at the grade level in which they are serving. The preparation and organization of curriculum materials for use in the instructional program will be a major responsibility of these teachers.

These persons will devote 100% of their time to the project as it functions within their school system.

The chart on the following page depicts the organizational structure of the project.

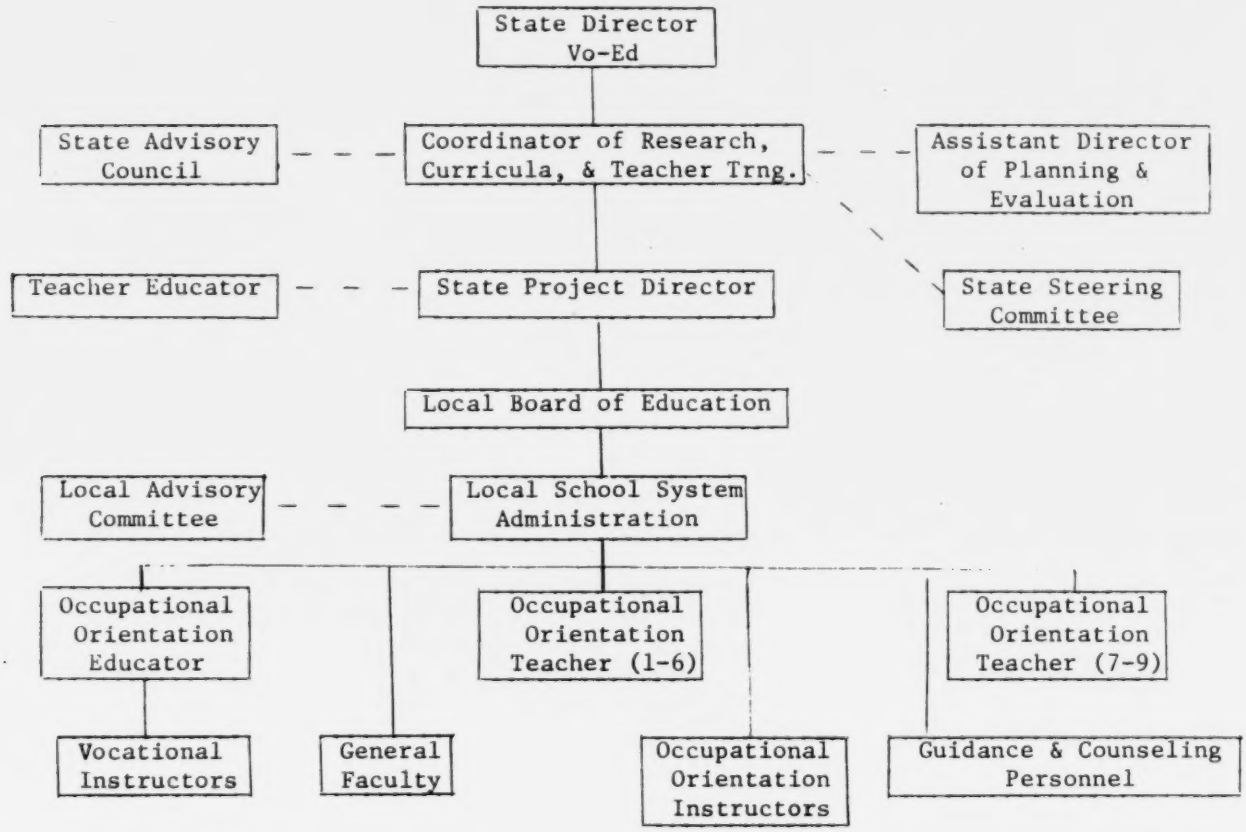
V. Facilities

The facilities of the local schools will be used in carrying out this career-centered program. This will include their general education and vocational facilities. Each of the selected schools will have available a comprehensive area vocational school for secondary students. There shall also be available facilities for continuing education, either in the high school facilities or the post secondary facilities in their junior colleges.

Administrative and Staff Structure

The Project will be jointly administered through the State Division of Vocational and Technical Education and Mississippi State University and the selected local school systems.

The following chart depicts the organizational structure of the project:



A Proposal to the Mississippi
State Division of Vocational-Technical Education
for a Sub-Contract Using EPDA Funds

Title: Continuation of Teacher Inservice Training for Career Education Projects in Mississippi (2nd year)

Operating Agency: Curriculum Coordinating Unit-Research Coordinating Unit for Vocational-Technical Education (CCU/RCU), College of Education, Mississippi State University, Drawer DX, State College, MS 39762

Initiated by:

James E. Wall, Asst. Dean (R&D), & Director CCU/RCU
College of Education, Mississippi State University
Drawer DX, State College, MS 39762

Approved by:

Merrill M. Hawkins, Dean, MSU College of Education

Submitted by:

William L. Giles, President, Mississippi State University

Project Cost:

$50,000	+	$11,244	+	$3,000	=	$64,244
FY73 EPDA		FY72 EPDA		FY72 EPDA TAP		

Duration: 1 June 1972 - 30 June 1973 = 13 months

Date Submitted: 1 August 1972

ABSTRACT

Title: Continuation of Teacher Inservice Training for Career Education Projects in Mississippi (2nd year)

Project Director: James E. Wall

Operating Agency: Curriculum Coordinating Unit - Research Coordinating Unit for Vocational-Technical Education (CCU/RCU), College of Education, Mississippi State University, State College, MS 39762

Duration: Thirteen Months

Cost: $50,000 (FY73 EPDA) + $11,244 (FY72 EPDA) + $3,000 (FY72 EPDA(TAP)) = $64,244

Objectives: The primary objectives of this project are:

1. To continue development of school personnel to help integrate career education concepts into school curricula.
2. To continue inservice training of teachers that will ultimately lead to the development within in-school students the salable skills needed for entry into jobs, or preparation to enter technical education programs, or to enter college.
3. To continue development of career education planning, curriculum development, and evaluation skills among personnel in local school systems.

Expected Impact: The expected contributions of this project are:

1. It should provide for restructuring of traditional curricula into a more integrated concept of career education.
2. It should provide newer and more viable curricular routes of preparation for entry into jobs, instead of merely focusing on the few students who are college bound.
3. It should aid in determining more efficient and appropriate procedural or process models for effectively training school personnel who can understand and implement career education concepts and model components.
4. It should, through the efforts of school personnel trained in this project, ultimately impact directly on reducing the dropout rate among students at all grade levels.
5. It should show that, by restructuring the curricula, the public schools of Mississippi can simultaneously serve the career needs of the noncollege bound, as well as the college-bound students.

Procedures: The following procedures will be followed in this project:

1. A three-day orientation workshop will be held in August 1972 at the CCU-RCU for the local project leader and two co-workers from each school having career education projects. (Four schools began projects last year, and at least six additional schools will start this year.) Three-day quarterly project progress reviews will be held at the CCU-RCU.
2. Interim one-day workshops will be held at each school twice each month during the academic year. Development of curriculum materials and determination of integrative procedures will be the foci of these workshops.
3. In early June of 1973, the three project personnel from each school will attend a two-week workshop which will focus on finalization of curriculum materials and a general evaluation of all career education projects.

CONTINUATION OF TEACHER INSERVICE TRAINING
FOR CAREER EDUCATION PROJECTS IN MISSISSIPPI (2nd YR.)

I. Problems and Objectives

Statement of the Problem: If a career education project is to be successful as a process for implementing a career-centered curriculum in selected schools, an intensive and continuous staff training program is essential.

The Situation: Mississippi implemented a three-year career education project in Jones County in 1970 using exemplary program funds generated by the Vocational Education Act of 1963 and its Amendments of 1968. This project will enter its third and final year in the Fall of 1972.

In 1971, four additional schools began career education projects; namely, Amory City Schools, New Albany City Schools, Kemper County Schools, and Franklin County Schools. They will be entering the second year of operations in the Fall of 1972.

Approval has been given for the start of five additional projects in Greenwood City Schools, Leflore County Schools, Tishimingo County Schools, Alcorn County Schools, and Corinth City Schools. In addition, one or two more schools may be added this year. This brings the total to 10 or 11 schools that will have career education projects in this state. There are approximately 800 persons on the staffs of these 10 or 11 schools.

The RCU staff has served as evaluators for the five schools that already operate projects. Results of these evaluations are incorporated into certain elements of this proposal for continuing the inservice training of career education project personnel. This is evidenced by the changes that have been made in the objectives and procedures for training. The CCU staff has made input into curriculum development activities for these projects by serving as consultants to workshops and meetings held at both the state and the local school levels.

The CCU-RCU is currently expanding its staff from six to sixteen persons as a result of being awarded a grant from USOE. This grant will support expansion of CCU-RCU activities to embrace the entire career education concept. All staff members will participate in the continuation of the inservice training of career education project personnel which was begun last year. The CCU-RCU staff will work jointly with the local school personnel in the development, testing, and revision of career education curriculum materials.

The above grant also stipulates that the Mississippi CCU-RCU will become a regional laboratory for development of career education curriculum materials.

In addition to the CCU-RCU staff, teacher educators will be used in this project to aid in structuring and sequencing curricular components, and in developing individualized learning skills among the teachers.

The entire project will be coordinated through the office of the Coordinator for Research, Curricula, and Teacher Education, located at the Mississippi State Division of Vocational and Technical Education.

Probably the most important task to be accomplished in the project is that of altering the existing philosophies of the personnel who comprise the staffs of the schools attempting to implement career education projects. There will be a

need to break with tradition. Most Americans have been working people. Yet, many teachers today continue to attach a stigma to careers that involve work with one's hands in a skill or trade. This basic attitude must be changed. The professional staff in each school must be led to accept the fact that traditional high school and college are but two of many doors leading to opportunity, dignity, challenge, personal satisfaction, and reward. Preparation for a career must be accepted by the professional staff as one of the clear and primary objectives of the public school.

Objectives: The foregoing problem and situation imply the following broad objectives for this project:

1. To provide an adequate staff to offer career-centered education.
2. To provide for the development and implementation of a staff training program designed to bring about desirable concepts and philosophies on the part of the professional staff entrusted with the challenge of implementing a career education curriculum in the school systems. This staff training program must provide for adequate staff orientation and training prior to the actual career education curriculum implementation and must be so structured as to provide for continuous staff development and training.
3. To provide for the development and implementation of an instructional program in which career awareness, exploration, preparation, and entry and advancement are integral and paramount.
4. To provide for the establishment of guidance and counseling procedures in grades one through 12 that will enhance the development of realistic self-concepts as related to career decisions and life adjustment.
5. To train personnel for the conduct of a program of guidance, placement, and follow-up that will be available to all students.
6. To provide for the establishment of a local program of evaluation and planning, utilizing representative persons in various careers and levels of employment.
7. Through these procedural objectives, the professional staff will help achieve the goal of assisting students in making a meaningful selection of career and preparing them for a career.

II. Procedures

The central thesis of this proposal is that staff training is integral to the success of career education projects. This means that staff members are taken as they exist at the time a career education project is begun in their school, then exposed to an intensive and pervasive training program which will be evaluated according to the changes exhibited in their planning and teaching behavior, as well as according to the quality of curriculum materials which they produce.

Initial Orientation: This workshop will be conducted primarily for personnel in those schools which are implementing career education projects this year. Personnel from schools beginning the second year will be used where feasible to explain the activities undertaken during their first-year operation. Generally speaking,

this workshop will be used to introduce the career education concept, its component parts, and the steps leading to successful implementation of the project. Some program materials that have proven useful in other schools will be used as examples in this workshop. Many of these materials come from projects outside the state. During this workshop, procedures for gaining administrative, faculty, and community support and commitment for the project will be stressed. Also, methods for training other school personnel who do not attend this workshop will be stressed. Attention will be paid to planning the in-school workshops to be held at each school throughout the academic year. Likewise, plans will be made during this workshop for conducting the three-day quarterly project progress reviews that will be held at the CCU-RCU.

During this orientation workshop, plans will be laid for the overall evaluation of the career education projects. Evaluation procedures, activities, schedules, time-lines, and instruments and techniques for gathering data will be emphasized.

Interim Workshops: These one-day workshops will be held at each school twice each month from September 1972, to May 1973. Methods and techniques for development of curriculum materials will be the major focus of these workshops. Procedures for integrating career education concepts into the curriculum will be dealt with. Formats for development of teaching guides will be used and personnel will be trained in their use. Such formats aid in establishing performance objectives, outlining activities for their achievement, listing of curriculum resources, and correlating evaluative measures to be taken to determine whether objectives have been attained.

Planning strategies will receive emphasis in these workshops. One approach will be to develop task forces or small groups of teachers within each school who will concentrate on specific areas of subject matter. Their purpose will be that of articulating, correlating, and integrating subject matter components in a manner that is conducive to accomplishment of career education concepts, precepts, and objectives.

Two-week Workshop: This workshop will be held in June 1973. Its purpose will be to finalize curriculum materials for duplication by the CCU-RCU. The objective here will be to finlize teachers' guides and other materials which may have been developed during the year. Each school in this project will be provided sufficient copies for their use. Such materials also will be made available to other schools wishing to initiate career education projects.

III. Personnel

Primary Staff:

Director: James E. Wall - Ph.D. Michigan State University, Assistant Dean (R&D) and Director, CCU-RCU

Staff: James F. Shill - Ph.D., Louisiana State University, Co-Director, RCU
Jasper S. Lee - Ed.D., University of Illinois, Co-Director, CCU
James E. Patton - Ed.D., University of Tennessee, Teacher Educator and Curriculum Coordinator of D.E., CCU
Roy S. Hinrichs - Ed.D., University of Missouri, Curriculum Coordinator of Industrial Arts, CCU

Secondary Staff: In addition to the above, eleven other staff members of the CCU-RCU will serve in this project. Teacher educators from various departments in the College of Education also will be used.

Consultants: Consultants who have been identified as having required expertise in needed areas will be used extensively in this project.

IV. Budget

		AMOUNT
DIRECT COSTS:		
A.	Personnel	
	1. Two Graduate Assistants @ $4000 ea.	$ 8,000
	2. One Secretary @ $5,000	5,000
	3. Wages	1,000
B.	Employee Benefits (10% of Items A-1 & A-2)	1,300
C.	Consultant & Advisory Fees (50 days @ $100/day)	5,000
D.	Travel and Per Diem	
	1. Project Personnel	3,000
	2. Local School Personnel	15,000
	3. Consultants	2,000
	4. State EPDA Advisory Committee	1,500
E.	Supplies and Materials	7,685
F.	Communications	2,000
G.	Workshop Services	4,000
H.	Printing & Duplication	4,000
	Sub-Total Direct Costs	59,485
INDIRECT COSTS:		
	8% of Direct Costs	4,759
TOTAL COSTS		64,244